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ABSTRACT

In recognition of the 25th anniversary of University College (UC), the first public two-year college in Ohio, this report presents an overview of the history and contributions of the college; a description of its students, student services, technical and transfer programs, developmental education programs, and community relations; and a discussion of issues for the future. Section 1 provides an introduction to the report; section 2 offers information on UC's heterogeneous student body, including an examination of students' academic preparation, enrollment trends, and student demographics. Section 3 discusses support services for students, such as counseling, orientation, career planning, and placement services provided by the Student Services Division, and other support services offered by the Center for Developmental Education, the Computer Assisted Instruction laboratory, and the Faculty Advising Resource Center. Section 4 highlights the technical programs offered by UC, their impact on the curriculum, problems of financing and enrollment, and the need for planning. Section 5 reports on the transfer programs, their curricular problems, the grade point averages of their students, and their rates of success. Section 6 focuses on UC's considerable investment in developmental education, underscoring the importance of having developmental education integrated with other academic departments. In section 7, UC's relations with the community are explored, highlighting efforts to provide retraining and educational service to business and industry. Finally, section 8 details issues for the future, including those related to institutional values, image, and enrollments. (RO)

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THE UNIVERSITY COLLEGE AT AGE TWENTY-FIVE

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March 1986

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By: David Hartleb
March, 1986

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THE UNIVERSITY COLLEGE AT AGE TWENTY-FIVE

I. Introduction

For the past twenty-five years, the University College has successfully carried out its mission of educational service to the Greater Cincinnati area and the State of Ohio. The College's curriculum faithfully adheres to the official mission statement (see Appendix A). The educational program has three separate yet related purposes: 1) to offer developmental education opportunities for underprepared students; 2) to offer one and two-year technical programs for students seeking immediate employment in technical/vocational fields; and, 3) to provide two-year transfer programs for students who want to enter baccalaureate colleges.

Serving in the only day-time, open admissions unit on campus, the College's faculty and staff generally exhibit a nurturing attitude towards students, who are regarded as resources to be encouraged and motivated. The ultimate goal is to graduate students who are confident and independent learners. To accomplish this end, the institution stresses a student oriented environment in which academic standards are commensurate with those in the baccalaureate colleges on campus. At the same time, it ensures its students numerous support services and considerable personal attention.

The University College was founded during the period of rapid expansion of community, junior and technical colleges in the United States. The success of this national two-year college movement is impressive. Today approximately 41% of all post-secondary students in the country are enrolled in community, technical and junior colleges. They are the largest single higher education component. In 1984, approximately 55% of all first-time freshmen in credit programs in American colleges were enrolled in two-year colleges.

At the main campus this autumn, the University College accounted for over 11% of the total undergraduate enrollment and 28% of the first-time degree credit students who enrolled full-time. In fact, it had the largest class of first-time, full-time, degree credit students at the University.

These statistics alone do not adequately describe the institution. The University College was the first public, two-year college in the State of Ohio. It was founded with six programs, ten faculty, and 300 students. It now boasts 25 programs, 110 full-time faculty, and 2700 students. In the beginning there was opposition on the campus because the College challenged the prevailing competitive, educationally elitist attitudes. During the last twenty-five years, it has overcome much of the opposition and has established a record

of solid academic achievement. Evidence of the abilities of transfer students is found in Tables 6 and 7, later in this paper. Of the students who graduate from the technical programs and are eligible for full-time employment, 88% are currently in the job market. The College Placement Office currently lists 122 companies seeking students for full-time employment.

The silver anniversary of the University College provides an opportunity to reflect not only on its past but also on its future. Recently a strong, activist Dean with ten years tenure moved to a higher administrative position. There is a search for a new Dean, and the future direction of the College needs to be considered. The purpose of this paper is to present a general description of the University College and to identify important issues for discussion and decision.

II. Students

Although the student body is remarkably diverse for traditional institutions of higher education, its heterogeneity is typical of an open admissions unit. By the University standards, the academic backgrounds of many of the College's students are weak. This fact presents both challenge and opportunity to the faculty. In part, the College exists to provide students who might not otherwise attend college a supportive environment to encourage academic development.

While the original focus was on the academically underprepared, several of the College's new technical programs attract academically strong students. Three of them have challenging admissions requirements, and several others require traditional college preparatory backgrounds because of the rigors of the curriculum.

The general academic quality of the students is indicated by the data in Table 1. In the Autumn Quarter of this year, 26% of the entering freshmen ranked in the top 50% of their high school graduating classes while 50% ranked in the top two-thirds.

The data in Table 2 is another measure of the student body, although it does not afford a complete picture. The SAT and ACT scores which are listed are well below those of baccalaureate students. However, it should be noted that neither the SAT nor the ACT is required for admission to the University College. The scores in the table are from a sample of 416 students who took the SAT and 553 who took the ACT. There was a total entering class of 1,057 new students.

Table I
Distribution of Freshman by Rank in High School Class
Autumn Quarter, 1985-86

	Top 10%	11-30%	31-50%	51-67%	68-100%	GED	Not Ranked
University College	1.99	9.18	14.66	24.12	36.71	2.55	10.79
University Totals	17.42	26.33	19.19	12.93	12.63	1.07	10.42
Baccalaureate Colleges	26.87	35.52	21.85	7.70	1.78	.20	6.08

Source: Admissions Office

Table 2

Scholastic Aptitude Test and American College Testing Program Scores

	SAT Verbal	SAT Math	ACT Composite
University College Range	200-640	210-680	04-29
Mean	373.2	397.4	15.5
Median	366.59	382.32	15.3
University Total Range	200-760	200-780	04-33
Mean	448.3	498.3	20.6
Median	444.01	497.49	21.1
Baccalaureate Colleges Total Range	200-760	230-770	04-33
Mean	474.7	532.0	22.5
Median	471.37	528.13	22.9
Possible Range	200-800	200-800	0-36

Source: Admissions Office

There is no data to indicate how many of them took both the SAT and the ACT, but it is probable that a number of them did. Thus the data in the table does not represent all entering students. Since students who directly apply to the University College for the technical programs do not have to take these tests, the data in Table 2 may describe primarily those who are automatically referred to the college after rejection by one of the baccalaureate colleges, which require the SAT or ACT. Since the test score data does not include ratings from all students, the profile of the student body may be unduly negative and may not reflect the total potential of the college's students.

Tables 3A and 3B show current and past enrollment levels. They indicate that the overwhelming majority of students are traditional; they are eighteen to twenty years old, and attend full time. The College has never attracted many part-time students. The older, returning students are becoming more numerous, but are still not a large part of the population. The 15% enrollment decline indicated in Table 3 occurred despite the addition of several new programs during this five year span. In a period of drastically declining numbers of high school age people, this trend is cause for concern.

A full analysis of the reduced enrollments has not been done. The data in Table 3 shows a substantial decline in female and Black enrollments, even though female enrollments rose somewhat this year because of the Pre-Tech Program. The reasons for these statistics may be conjectured, but it is impossible to explain them fully. One important missing statistic is the number of referrals (rejected student applicants) from the baccalaureate colleges. There is no way to learn if they are higher or lower over the past five years because the University does not keep this information. However, the data in Table 4 may provide a clue. The enrollment in technical programs is presumably, although not completely, representative of students who came to the College directly rather than through referral. As Table 4 shows, the number of students in the technical programs has declined less than in the transfer programs. This may suggest a decline in referrals, a condition which demands attention since the College's enrollments are so integrally linked to referrals.

Table 3A

University College Student Enrollment

		1980-81 (Autumn)	1985-86 (Autumn)	% Change
Total Enrollment (head count)		3,235	2,738	(-15.36)
Total Enrollment (FTE)		2,859	2,375	(-16.92)
Full-time Enrollment		2,888	2,465	(-14.65)
Part-time Enrollment		347	273	(-21.33)
First-Time Degree Credit Students, Full-Time, Only		1,279	1,004	(-21.50)
Enrollment by Sex:	Male	1,482	1,320	(-10.94)
	Female	1,753	1,418	(-19.22)
Race:	Caucasian	2,132	1,884	(-11.64)
	Black	997	733	(-26.48)
	Other	106	121	(+14.15)

Source: Registrar's Office

Note: For detailed programmatic enrollment data, see Apendix B

Table 3B

University College Student Enrollment
by Age*

Age	1982-83 (Autumn)	1985-86 (Autumn)
16-17	13	11
18-19	1,367	1,197
20-21	762	726
22-23	252	282
24-25	119	128
26-27	78	87
28-29	53	74
30-31	35	52
32-33	22	45
34-35	21	31
over 35	69	105
Totals	2,791	

*There are approximately equal numbers of men and women in all age groupings.

Source: Registrar's Office

Table 4

Enrollment by Transfer and Technical Programs
Autumn Quarter

	1980-81	1985-86	% Change
Technical Programs	1,268	1,136	(-11.42)
Transfer Programs	1,842	1,562	(-16.29)
Undetermined or Unreported	125	40	(-68.00)

Source: Registrar's Office

Another important statistic in Table 3 is the relatively few number of part-time students. This is atypical of other community colleges where part-time students outnumber full-time by two to one. Part-time students comprise 65% of the national community college population. The reason that the University College falls so far below this average is that it does not offer evening or continuing education courses. These two areas, especially that of evening, account for the majority of community college enrollments. This fact is vitally important when developing marketing and planning strategies for the College.

In order to better understand its student body, the College this year participated in Alexander Astin's American Freshman Survey which has been administered annually across the country for several years. The survey was given by the Division of Student Affairs in both Arts and Sciences and University College Freshman English classes during the first week of classes in the Autumn Quarter. There were 901 responses from University College students. These represent almost 90% of the entering class.

The data in Table 5 shows that the students judge themselves to be average for their ages in most ways, including academic, math and writing abilities. The one category showing an above average self-image is their "drive to achieve." This is also reflected in their degree goals. Only 8.9% have an Associate Degree as their ultimate objective, 30.6% want a bachelor's degree, 20.4% want to earn a master's degree and 9.0% want to earn a doctorate.

Products of the era in which they live, students indicate predictable motivations for attending college. The

most frequently cited as "very important" was to get a better job, 83.99%. The next most important was to make more money, 75.99%. However, a desire to learn new things was noted as very important by 72.7% and a desire to gain a general education was considered very important by 60.2%. Veteran faculty members would probably discount these last two statistics as idealistic first-week attitudes soon lost in the harsh reality of subsequent weeks of academic life. Nevertheless, such idealism should be capitalized on.

Another revealing statistic is that many University College students are first generation college attenders. 51.3% of their mothers and 42.5% of their fathers have not advanced beyond high school diplomas. The assumption that one may draw from this data is that many students may suffer not only from weak academic skills but also from lack of familiarity with the collegiate environment. This is another reason that the College must maintain and improve student support services.

The numbers of students who expect to work while in college are also high. 5.9% expect to work full-time, while 37.5% will be employed part-time. This is somewhat lower than the results of a survey taken in 1983 by the College's Assistant Dean for Student Services. That study demonstrated that 7.6% of the students worked full-time and 52.3% worked part-time. In any event, the figures are high when one considers the number of students who also receive financial aid. In the Autumn Quarter there were 1,607 receiving campus-based aid of approximately $2.3 million; and there were 430 Pell grant recipients, who received an additional $757,000. Obviously, the financial aid available does not relieve many students from the need to earn additional money.

One final observation is that 66.3% of the students said this was the college of their first choice. This is obviously an error in self-reporting, since more than one-third of the entering freshman are referred to the College after rejection by a baccalaureate unit. There was clearly confusion between the word "College" and "University" by these new students. Nevertheless, the large number who did not seek admission to the College is a matter for concern to the faculty who have long recognized that the ultimate goal of many students is to transfer from the College. The challenge is to prepare them properly for the transition.

III. Student Services

Because the University College has a large number of

Table 5

Students Self-Rating Comparing Themselves to the Average Person Their Age
University College Entering Students
Autumn, 1985

	Lowest 10%	Below avg.	Avg.	Above Avg.	Highest 10%
Academic ability	.1	2.9	62.2	31.1	3.7
Drive to Achieve	.1	3.3	41.7	40.6	14.4
Math Ability	5.6	26.8	42.8	19.5	5.2
Popularity	1.1	5.1	50.4	35.9	7.5
Intellectual Self-Confidence	.7	5.8	40.7	38.6	14.2
Social Self-Confidence	.8	8.4	36.9	38.2	15.7
Writing Ability	1.6	18.0	52.3	21.7	6.4

Source: The American Freshman: 1985 Form
Alexander W. Astin
Higher Education Research Institute, UCLA

academically underprepared and first-generation college students, there has been a significant commitment to providing student services. At the heart of this program is the counseling available to all students in the college. There are two professional counselors, directed by the Assistant Dean for Student Services, who is also a counselor. Periodically the staff is supplemented by part-time graduate assistants from the College of Education. The counseling staff has been responsible not only for providing direct academic advice but also for planning and offering a variety of training and informational programs for both faculty and students. Examples are annual programs to assist those transferring to baccalaureate colleges, study skills workshops, and career guidance seminars. There have also been periodic sessions to train faculty for their roles as advisors. The most exciting development in this area is the recent Ohio Board of Regents award of $65,000 to establish a Faculty Advising Resource Center and install a computerized degree advising and tracking program.

Despite a small staff, the Student Services Division is remarkably active and productive. The Assistant Dean for Student Services is responsible for developing and staffing the orientation and career planning course available to all students. The Director of Placement, who holds a relatively new position, reports to this office. The College has had to develop this internal resource because the University Career Development and Placement Office has never been able to devote much attention to two-year graduates. Since the Ohio Board of Regents' only serious criticism of the University College concerned inadequate placement of students, the institution seized the initiative and instituted its own program. There is a growing record of accomplishment in this area.

Other vital support services are found in the Center for Developmental Education, which is directed by the Associate Dean for Student Services. Housed in the Center is the Educational Development Program, which is funded by a federal special services grant. In this program are three professional counselors who work not only with University College students but also with economically under-privileged, first-generation college students from across campus. About two-thirds of their clients are University College students. In addition, there is the Upward Bound Program, designed for low income high school students. The Reading and Study Program and Developmental Writing Laboratory are jointly associated with the Center and the Language Arts Department. They provide valuable assistance to students with limited verbal skills. For more details about the Center, see Appendix C.

The Computer Assisted Instruction (CAI) laboratory, which is part of the Center, has contributed greatly to students in the University College. It has been operational for almost a decade and contains a broad selection of teaching modules in mathematics and English and a growing number of aids in other subjects. The offerings have been developed in a variety of ways as a result of efforts of individual faculty members and a full-time director of the lab.

One of the issues facing the College is the direction that should be taken for CAI in the future. At present, all of the programs are on the University mainframe computer, using the Phoenix language. In the meantime, there has been an explosion of computer-assisted instructional programs for microcomputers. Much of the new software that is available is not compatible with Phoenix and the mainframe. The College must determine whether to continue the CAI lab as presently configured or to shift to microcomputers or possibly use a blend of micros with some linked to the mainframe. There are exciting and yet expensive possibilities in this area. The academic departments in the College will have to be involved in an exploration of the possibilities and ultimately in reaching a decision. Given the growing number of proposals and requests by individual faculty, this is a matter for immediate attention.

The University College has a strong student services program which has been possible because of administrative, faculty, and staff commitment. Even so, it needs to be strengthened. There are large numbers of students and a variety of programs in the University College, but there is no efficient system for identifying individual students and following them throughout their career. Theoretically each student is assigned a faculty advisor, and professional counselors are available at all times by appointments. However, many students never see anyone in the College for advice after the initial testing and advising session. Too frequently they base course selections and make career decisions as a result of hearsay and advice from fellow students.

The new Faculty Advising Resource Center, supported by the computer-based degree advising and tracking program is essential if the College is to better fulfill its mission and be truly student-oriented. If the Center is developed as proposed by a Quality Circle Faculty Committee, students will be required to consult trained faculty advisors at critical times throughout their academic careers. The College should be able to keep accurate, up-to-date records that can be quickly accessed and shared with both students and their

advisors. Systems like this are appearing across the country in community colleges and are essential to the missions of such institutions.

IV. Technical Programs

The two-year associate degree and one-year certificate technical programs in the University College have been vital additions over the past ten years. There are currently eighteen technical programs that lead to associate degrees; five of these also offer one-year certificates.[1] Ten of the technical programs have been developed in the past decade.[2] All except one are housed in one of the four academic departments of the College and offer a broad range of opportunities for students in business, public service, applied sciences, and allied health occupations. The single largest cluster of these continues to be in the area of business. The newest program, Physical Therapist Assisting, represents a first for the College in allied health.

There is no question that the technical programs have brought greater visibility to the College on the campus and throughout the Cincinnati community. This visibility has resulted in increased pride on the part of many University College faculty and staff. Among the technical programs are the high-tech, "glamour" areas such as Automation Software (Robotics), Computer Programming, and Cable Communications. These new offerings and all technical programs in general have commanded a large portion of the College's resources and have been responsible for a large share of student enrollment each year. Today approximately 1,000 students, constituting 40% of the student population, are matriculated in these eighteen areas.

The impact of the technical programs on the faculty has been important. Faculty members in non-technical areas have been inspired to develop special courses to enhance the curriculum of the technical programs. Such activity is consistent with the College's commitment to integrating the

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1 Some of these "technical" certificates are designed for high school graduates. Others are "professional" certificates for matriculated baccalaureate students or holders of bachelors degrees.

2 Banking Management, Real/Estate Management, Occupational Safety and Health, Energy Management/Auditing, Cable Communications, Legal Assisting, Computerized Word Processing, Computerized Court Reporting, Automation Software (Robotics), Physical Therapist Assisting

humanities and social sciences with technical education; but equally important, it has greatly enhanced the image of the institution, which now offers some exciting and innovative specialized humanities and social science courses.

One of the major issues that has not been addressed in the University College is what happens when a popular technical program no longer attracts enough students. Much literature on two-year education praises the ability of community colleges to respond quickly to changing educational needs and to be cost-effective in their delivery. This is a polite way of saying that programs that no longer serve a community need can easily be phased out. This is not an easy alternative on a campus where faculty are tenured. If program elimination becomes necessary, one promising solution is laterally moving the affected faculty member into an allied program which is flourishing. As long as these opportunities exist, potentially difficult decisions about faculty termination can be avoided. However, the long-term security normally associated with higher education programs is not to be taken for granted with technical two-year programs.

Since the development of technical programs has been the focus of the College for the past decade and they have been vital to its current health, there are some who assume that continued growth is the natural path to follow in the future. With an emphasis on the need to service business and industry, with a decline of interest among students in the liberal arts, and with the need to maintain or increase enrollments in a period of a declining demographic base, the addition of new technical programs does appear attractive.

However, this will not be easy. The technical programs have been expensive. Full-time faculty have been recruited at salaries in excess of the average. Most programs have required specialized laboratory equipment, especially computers and computer-related devices. There is continual demand for more facilities, necessitating an investment in space at a University with a critical space problem. Accreditation of several of the new programs requires significant expenditures of money, time and energy.

An additional concern is that such programs have limited enrollment potential, primarily because of the small number of laboratory stations available. Faculty cannot teach large numbers in "hands-on" situations; and the opportunity in these programs for large, cost-effective sections is non-existent. Another difficulty is the need for laboratory assistants, technicians, and procters. The College now

employs one full-time professional technician and must devote more resources each year to student assistants who play increasingly important roles in providing student access to the laboratories.

Finally, the College has discovered that much of the costly equipment is not a one-time expense but a continuing budgetary drain because of maintenance. At present maintenance costs are in excess of $35,000 per year, and much equipment is not even under maintenance protection. As a result of all of these factors, the income-expense ratio for technical programs has reduced the profitability of the University College.

Despite the drawbacks, the programs are generally profitable. As a result, the College continues to plan for implementation of additional technical programs. Currently under consideration is Telecommunications Technology, which is a logical extension of the Computer Programming and Cable Communications programs. There has also been exploration of more allied health programs. With the close proximity of the Medical Center and with the growing demand for technicians in allied health fields, such programs would fulfill important community needs. Nevertheless, funds for these areas will not be easy to find. Reallocation from the transfer and general education areas of the College has been the primary source of funding in recent years, but such reallocation cannot continue without serious damage to those academic areas.

The development of future technical programs requires thoughtful planning. Growth in this area over the past ten years has been essentially opportunistic. The administration of the College was sensitive to emerging technical fields and responded rapidly and appropriately. Budgetary limitations and sound management practice demands that in the future the College establish specific plans for further development. One reasonable way to proceed is to identify a specific area, such as allied health occupations, and make a five-year commitment to the development of such programs. This would allow faculty and administrators to focus their efforts, to develop a common understanding of priorities, and to work with the Provost's Office and others on campus to identify the space and budgetary resources necessary for the new programs. The College should concern itself with developing a process for such planning.

V. Transfer Programs

There are seven transfer programs in the University College, six of which were specifically designed for transfer to baccalaureate colleges at U.C.[3] and the sixth of which is a general,[4] all-purpose program. Because of a recent budgetary decision, the Pre-DAAP program has probably been effectively terminated.

The enrollment figures in two of the programs, General Studies and Pre-Business Administration, are extremely large.[5] However, the numbers are somewhat deceptive because many of the students, particularly in General Studies, are enrolled in developmental education courses. Because of the widely varied curriculum in the various baccalaureate colleges at U.C. and the absence of a core general education or freshman curriculum, transfer programs for all colleges is a difficult goal to achieve.

The Pre-DAAP program experience is illustrative. The generally accepted requirement for a transfer program is to parallel the course requirements in the college or program with which it is articulated. Since the University College does not have the faculty or the facilities to offer studio courses required by the freshman curriculum in DAAP, it was necessary for DAAP to schedule special sections for University College students. This was both a space and a budgetary drain that DAAP could not sustain beyond this year.

Beyond these curricular problems, there are other realistic limitations on the development of additional transfer programs for University of Cincinnati colleges. For example, there seems to be little reason to attempt a Pre-Engineering program since the opportunity for U.C. students to transfer to the College of Engineering is so limited. The Pre-Engineering program in the College of Arts and Sciences more than adequately handles this need.

The transfer programs have established a genuine record of success. While serving the most heterogeneous student population on the campus, the College has responded to individual learning needs without lowering academic standards. As Tables 6 and 7 show, students who transfer perform

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3 Liberal Arts for A&S and Science Tech Transfer Option for A&S, Pre-Business Administration, Pre-Education, Pre-Nursing, and Pre-DAAP

4 General Studies

5 Pre-Business Administration 582 (86-1), General Studies 712 (86-1)

quite acceptably in the baccalaureate colleges. In most instances, they maintain the same G.P.A. they had in the University College. These tables show students who began in the University College in 1978-79 and who later transferred to baccalaureate colleges on campus. Only four colleges were examined because the number of students transferring to others was not great enough to provide statistically significant figures. The G.P.A. listed for the University College was at the time of transfer. The G.P.A. listed for the baccalaureate college was calculated at the time of the study, the 1982-83 year.

The two significant drops in averages were for students in Arts and Sciences and Business Administration. However, these declines are somewhat misleading if one considers that University College transfers to these two colleges included a cross section of majors. Table 7 demonstrates that University College students who were majoring in programs specifically designed for transfer to those two colleges showed smaller G.P.A. declines.

Table 6

A Comparative Analysis of Cumulative Grade Point Averages of University College Transfer Students in All Programs

University College	Arts & Sciences	Number of Students
2.6230	2.3096	67
	College of Education	
2.7663	2.7339	62
	Business Administration	
2.9347	2.4575	80
	DAAP	
2.7126	2.6499	26

Source: Office of Institutional Research

Table 7

A Comparative Analysis of Cumulative Grade Point Averages of University College Transfer Students in Specific Programs

University College Liberal Arts Program	Arts & Sciences
2.7937	2.6105
University College Pre-Business Administration Program	**Business Administration**
2.9541	2.5344

Source: Office of Institutional Research

In addition to this data, there is interesting annecdotal information about transfer successes. At present the Office of the Assistant Dean for Student Services is conducting a survey of College transfer students. The following comment is characteristic of those frequently made by University College graduates:

> "In particular, Accounting, Economics, and English from University College were valuable to me. Smaller class size enabled me to learn the material and remember it. I took 1 quarter of each course above from other colleges and immediately realized I was ahead of most of my class, only because in former quarters (101,102) I had learned the material and was ready to move on. Other students who took those courses in very large classes (200-500) seemed like they didn't really understand or get much out of the course materials-especially Economics and accounting!! Thanks for teaching me the stuff-thanks also for my friends in Business College and Arts & Sciences who I have tutored in these courses!"

If growth in transfer programs is to be planned or considered, the opportunities lie with colleges outside the University. There is also reason to do this as a service to the existing student population. For example, over 200 students regularly enroll in the sophomore year of the University College Pre-Business Administration program. Only

eighty or ninety students successfully transfer each year to the College of Business Administration. In part, this occurs because some do not meet the required grade point average for transfer; but in many cases it reflects the fact that there are more students who want to pursue this baccalaureate degree than openings in this U.C. college. Consideration should be given to articulated transfer programs in business with Xavier, Miami and Northern Kentucky Universities. This concept can be expanded for other programs.

The General Studies program in the college is considered a transfer program but deserves more explanation. The program is designed to give students a well-rounded college education and yet provide free elective courses (33 quarter credit hours). It allows an individual to design his/her own program to meet individual needs. In effect, the program is a catch-all for students who do not fit neatly into one of the technical or transfer programs. On the surface, this appears to give students the maximum opportunity to do as they wish. However, for many who are uncertain about their career goals or unsure how to achieve them, this program becomes a place in which to be lost. Since the students are not differentiated into discrete groupings, their individual needs are not always understood and not easy to identify. There is a heavy burden on faculty advisors to provide individual attention and to be responsive to hundreds of different needs. Some students want to transfer to baccalaureate programs on this campus or elsewhere; others are acquiring basic skills in developmental courses, while others are simply trying to establish their identities. Since the University registration system does not force students to see faculty advisors, too many of these students go through a year or so without advice. For this reason, the major beneficiaries of the new faculty advising system in the University College will be these students.

VI. Developmental Education

As the only day-time open admissions unit on the campus, the College has considerable investment in developmental education. It is unprincipled to admit underprepared students to college and fail to provide them with resources necessary to achieve success. Thus over the last fifteen years, there has been extensive and diverse effort directed toward developmental instruction.

Today there are courses in basic writing skills, reading and study skills, and mathematics; the newest offerings are in basic science. Entering students are advised to enroll in these courses on the basis of reading, writing, and computa-

tional tests, as well as analyses of the courses, grades, and quality of their high school work.

One of the recent, exciting additions to this area has been the Apple computer laboratory in the developmental writing program. It has attracted more faculty interest and participation more rapidly than anyone anticipated, and there is already a need for expansion. The contribution that this new technology is making to the teaching of basic writing skills is enormous.

Because of low class size, the developmental areas receive a substantial portion of college resources, and there is a constant demand for more as new needs develop. For example, a program for the learning disabled is currently being considered but will require considerable monetary investment.

Another problem which remains unaddressed is the needs of foreign students who are frequently referred to the developmental English program. Thus far, the College administration has taken the position that ESL has been assigned to other units on campus. Individual college faculty and staff struggle heroically with students who are trying to master the English language, but they do not have the resources at present to meet their demands.

A positive and significant addition to the developmental program of the University College several years ago was the Pre-Technical Training Program. It resulted from a contract between the City of Cincinnati's Manpower Training Division and the University College. The funds are from the Private Industry Council (PIC) allocation of Joint Training and Partnership Act (JTPA) money. At the present time, there are over 150 students. The program is designed for students with high school diplomas or the equivalent, who are economically and educationally disadvantaged and wish to earn a technical degree in higher education. This program consists of a creative combination of the developmental courses in the University College and several carefully selected freshman level courses. It comprises a full year's curriculum of forty credit hours. Because of the course packaging and special counseling services, it has a high success rate. In 1984-85, 72% of the students completed the program.

The students in this program tend to remain because they expect to spend several quarters preparing themselves for college-level courses. In contrast, the University College has found that other developmental students outside the Pre-Tech program expect to complete a two-year degree in two years. Some are disappointed to learn, after testing and

advising, that they require remediation. It is not unusual for them to resist this advice and withdraw from developmental courses prematurely, often with educationally fatal consequences.

The Pre-Tech program is not the only developmental year that is available. There are four formal one-year programs designed to prepare students to enter specific technical programs in the College.[6] These result from recognition that some technical programs require high levels of preparation. Three technical programs have formal admission standards. In order to be faithful to the open admissions principle of the College, these pre-programs have been developed so that any student has the opportunity to matriculate by taking a year of preparatory courses. If successfully completed, this year leads to program admission. There is a need for more of these specialized preparatory years, perhaps in all technical and transfer programs.

Unlike many community colleges, the University College has not sought to provide "basic education" to students preparing for the GED. This need is fulfilled by several other institutions like the Cincinnati Public Schools. The developmental education efforts of the College are instead focused on students who have completed high school but are not ready for traditional college-level courses. Many educators, citizens, and politicians believe that high schools should adequately prepare students for college and hence that the population served in our developmental programs should not exist. But students needing developmental education courses do exist in large numbers, and their ranks will not substantially diminish in the next decade. The high school articulation standards in Ohio are unlikely to have an impact on these students since many do not identify themselves as college-bound until late in high school and thus do not follow the College preparatory curriculum recently upgraded by the articulation requirements.

In "All One System: Demographics of Education - Kindergarten through Graduate School," Harold L. Hodgkinson projects that "more students who reach college age over the next decade are going to be poorly prepared for that challenge." This means that access to higher education will depend more and more upon proper assessment of students' abilities and upon effective developmental education programs. This is a strength the University College has exhibited for several years. It should be built upon in the years ahead. The combination of student support services and

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6 Pre-Legal Assisting, Pre-Administrative Support, Pre-Automated Software, and Pre-Physical Therapist Assisting

developmental education offerings provides a reasonable opportunity for educationally disadvantaged students to succeed in college and in life.

It is important to keep these programs strong. The University College has avoided an error that has been made in other universities. The developmental education program has not been separated from the academic departments of the College. The developmental and student services programs have been integral parts of the academic departments. This has given the faculty and staff in these programs the necessary relationships with other faculty to maintain the academic strength and creditability of the developmental offerings. It has helped to maintain the status and visibility of these programs and to encourage high morale among faculty. When the developmental educational enterprise is viewed as a continuum and part of a whole, there is strength that flows from the pre-college courses through the freshman and sophomore years and ultimately on to upper-division courses in baccalaureate colleges.

VII. Community Relationships

At both the national and state levels, two-year colleges are being challenged to contribute to retraining workers and thereby assist in the revival of the American economy. The American Association of Junior and Community Colleges (AACJC) has made retraining and educational service to business and industry a major focus for the decade. This is a frequent theme in the pronouncements of its President, Dale Parnell. It is also a role which William Coulter, Chancellor of the Ohio Board of Regents, has identified for the state's two-year institutions in a recent policy paper. In fact, the policy was adopted unanimously by the Regents at the February, 1986, meeting. In part it reads:

> "BE IT RESOLVED: that the Ohio Board of Regents formally acknowledges the two-year community colleges, technical colleges, and university branch campuses in Ohio, in addition to such other collegiate missions as they likewise may have, as the primary providers of adult education and job training services in their local communities now and for the foreseeable future; and
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> BE IT FURTHER RESOLVED: that the Ohio Board of Regents encourages the State's community colleges, technical colleges, and university branch campuses to become increasingly effective as the principal point of contact for adult training programs offered to workers and to business and industry in their communities; and

BE IT FURTHER RESOLVED: that the Ohio Board of Regents challenges the state's community colleges, technical colleges, and university branch campuses vigorously to prepare themselves to offer leadership in their communities and, over time, to develop a formal brokering role for the economic and human resource development needs of local businesses and industries."

President Joseph Steger has envisioned a similar mission for the University of Cincinnati. In a letter to the Chancellor of the Board of Regents, he recently observed that "in response to the strategic needs of the State and of [the Cincinnati] metropolitan area UC has become an important leader in fostering communication and lively exchange of ideas between theorists and technicians, scholars and executives, long-range planners, and task-oriented managers." President Steger intends to encourage and increase appropriate educational relationships with business and industry and has challenged individual units within the institution to devise projects for improving University interactions with these constituencies. His leadership role in establishing the Institute for Advanced Manufacturing Sciences is an example.

The technical programs in the University College provide an opportunity for service relationships with business and industry. In fact, the Automated Software (Robotics) program was developed in response to a need articulated by Cincinnati Milacron. However, successful interaction will not be achieved quickly or easily. Historically, the College has not had strong relationships with business. The closest ties lie with the technical advisory committees required for technical programs by Board of Regents policy. With few exceptions, these have been pro-forma activities.

A pilot project that has promise is the cooperative effort between Raymond Walters College, the College of Applied Sciences, and the University College to offer the OCAS Manufacturing Engineering Technology program specifically for the General Electric facility in Hamilton County. In this program, OCAS provides the technical courses while Raymond Walters and the University College are jointly offering the general education component. Similar collaborations with the College of Applied Science may be mutually beneficial for both units. However, the long-term viability of this multi-unit effort is still questionable.

The General Electric and Cincinnati Milacron experiences have been positive in that they have demonstrated that business is very supportive of the University's concern for general education components in technical programs. On the

other hand, these experiences have also revealed significant problems. Since businesses expect rapid responses to their requests, managers have difficulty understanding the time consumed in collegial curriculum development and design, and the standard academic calendar of academe does not mesh well with that of the business world. The gap between the two worlds must narrow. The College is being challenged to move in this direction.

If the University College is going to respond, it will be necessary to maintain existing technical programs and to develop additional ones. At present, the majority of the technical programs are not in the areas of high technology. There are a few, such as Automation Software (Robotics). Since this is a new program, the focus must remain on increasing its strength and stability as a two-year academic program. It would be a mistake to push it too rapidly in the early stages. It cannot fill external service roles without first establishing its viability and excellence as a two-year associate degree program.

Several other well-established programs have achieved fine reputations and are anticipating providing additional educational services to communities outside the University. The most advanced of these is the Justice System Technology program. A new Justice System Resource Center has been proposed and will probably be operational within the next several months. This will offer non-credit training opportunities for law enforcement officials throughout the Greater Cincinnati Area. Initial assessments indicate that the Center will meet a serious need among law enforcement agencies. Not only do many of the suburban police departments recognize that their employees need training, but new state law has mandated it. Other programs are also exploring similar possibilities.

One recent proposal has been forwarded to the Division of Continuing Education. A faculty committee investigated the possibility of establishing a Small Business Center similar to those which have been very successful in other community colleges. Upon competitive application, the College was admitted to the Small Business Network of the AACJC. The Assistant to the Dean wrote a successful application to the Ohio Department of Development to designate the University as the local Small Business Enterprise Center. However, after careful consideration, the task of administering the SBEC was assigned to Continuing Education by the Provost's Office. This was done with full agreement by the College Dean since this activity appears better suited to the mission and existing administrative organization of that Division. The Division has seed money

to advertise new programs, and an existing structure to register and enroll students, and account for income and expenditures. The University College is not ordinarily equipped to perform these tasks.

One of the lessons here is that the College and Continuing Education need to establish a clearer understanding of their respective roles. Of course, this is a University problem not unique to the University College. One challenge is to discover a means to avoid turf mentality and to establish policies and practices that will give both units appropriate recognition for the development and implementation of ideas and that will provide a fair means of sharing financial risks and gains.

Another community outreach service of the University College is the collaborative relationships between the Language Arts Department and several local public school systems. Several years ago, the University College was asked to administer the Urban Inititatives Program, a specially funded state effort to improve language arts skills. There are three academic institutions involved, Cuyahoga Community College, Central State University and the University of Cincinnati. Locally, the College has involved junior and senior high schools in three systems, the Cincinnati Public Schools, Mt. Healthy, and the Forest Park/Greenhills Districts. Training sessions and curriculum development have resulted in better reading and writing skills for students. There have also been beneficial effects for the Developmental English Program in the University College as teachers from the high schools have shared their experiences and insights with the University College faculty.

In addition, the University College has been an important partner in the Early English Composition Assessment Program (EECAP), a cooperative relationship in which the College of Education, Arts & Sciences, and University College work to test all juniors and seniors in the Cincinnati Public School system in an effort to improve writing skills.

Since both of these programs are sustained by special state appropriations, they may not provide useful models for additional programs at the University. Nevertheless, they have established valuable relationships between the University and selected school systems.

VIII. Issues for the Future: Values, Image, Enrollment

Unfortunately, the single most important issue that faces the University College in the future is also its oldest problem. This is the contradiction between the College's open access mission and the academically elitest direction of the baccalaureate colleges at the University. Baccalaureate institutions value students with high S.A.T. scores and high class ranks. They value faculty who acquire national reputations for scholarly research and publication. The current emphasis at the University and in the higher education community in Ohio is to identify and strengthen centers of excellence. There are also numerous well-publicized national reports calling for more emphasis on excellence in education. These sometimes are interpreted as resulting from an exclusive desire to recruit better students and to encourage more research and better graduate programs. However, in this environment, an important reminder is offered by the National Science Board Commission on Pre-College Education in Mathematics, Science and Technology: "Excellence and elitism are not synonymous."[7]

The University College must never forget that its most important characteristic is the open admissions policy which provides easy access to the University of Cincinnati for all students with high school diplomas or the equivalent. This goal has been and will continue to be the major priority. To perform this mission with excellence is a considerable challenge. The task before the College is articulated by Patricia Cross:

> "In the final analysis, the task of the excellent teacher is to stimulate 'apparently ordinary' people to unusual effort. What do the reports on school reform have to contribute to that goal? In the first place, there is surprisingly little attention given to 'ordinary people' in the school reform reports. There is the clear implication that the rising tide of mediocrity is made up of embarrassing numbers of ordinary people. Teachers' colleges are advised to select better candidates, colleges are encouraged to raise admissions standards, and the federal government is urged to offer scholarships to attract top high-school graduates into teaching. There is not a lot said in the education reports about how to stimulate unusual effort on the part of the ordinary people that we seem to be faced with in the schools and in most

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7 Coleman, William et. al., Educating Americans for the 21st. Century. (Washington, D.C., G.P.O.; 1983).

> colleges...The tough problem is not in identifying winners; it is in making winners out of ordinary people. That, after all, is the overwhelming purpose of education. Yet historically, in most of the periods emphasizing excellence, education has reverted to selecting winners rather than creating them."[8]

As she notes, the importance of providing educational opportunities to students who are not initially high academic achievers is sometimes slighted. On the main campus, the burden of meeting this commitment is carried almost entirely by the University College and its faculty and administration. They are required to speak forcefully and convincingly about the importance of this legitimate and vital responsibility to the University of Cincinnati and the Greater Cincinnati community.

From time to time, the Provost and President's Offices need to reinforce this message to the University and to emphasize the importance of the University College's role. Periodic pronouncements of this sort help legitimize the College's work and assist in creating a climate of collegiality, acceptance, and respect for its students and employees.

A matter which is closely tied to the image and status of the College is the need for a building to house the University College faculty, staff, and academic programs. This has too long remained an unrealized dream. There have been series of plans and productions of at least three architectural programs for promised facilities. The most recent version is the proposal to house the University College in a remodeled Sander Tower. The second floor of the cafeteria portion of Sander has already been rennovated and now houses a number of attractive and functional laboratories and classrooms for the College. Architectural drawings have been submitted to the State Architect's office in Columbus for the remodeling of the lobby and first three floors of Sander Tower to house the College administration and staff. Additional architectural drawings have been developed for eight more floors to include additional classrooms, laboratories, departmental and faculty offices. Although the University has state capital monies to complete the lobby on the first three floors, there are currently no funds allocated to complete this project.

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8 Cross, K. Patricia, "Societal Imperatives: Need for an Educated Democracy." Unpublished paper presented at the National Conference on Teaching and Excellence, Austin, Texas; 1984.

The construction of a single University College facility must remain a high priority for this institution. It is critical because such a facility will make a concrete statement to the University and Cincinnati communities that the University College, its values and endeavors, and its student constituencies are respected and encouraged. Presently the College is housed in facilities spread across the campus. French Hall, a barely converted dormitory, is an unattractive facility that implies that the College is, in effect, a second-rate institution. Far too often counselors and faculty advisors have heard new students ask when can they enroll in the "real" University. While a proper building will not alone address this image problem, it can contribute significantly to eradicating some of the problem.

Another important issue is the need to establish an understanding of appropriate enrollment goals and then develop effective plans to achieve them. The College has long understood that it is a profit center for the University and has assumed that the maintenance of adequate enrollment levels is important. However, there has never been an understanding established either within the College or between the College and the central administration about targets or even general enrollment levels.

The goal of the College administration over the past five years has been to maintain enrollment levels. As the figures in Table 3 indicate, there has in fact been a modest decline. Over the next ten years, the opportunities to keep enrollment steady or to increase it are not bright, if one considers Hamilton County demographic data. Table 8 clearly shows that the age groups that constitute almost the entire population in the University College are going to suffer substantial declines over the next ten years and will not increase in the foreseeable future. Projections for the State of Ohio are not much better. Since over 50% of University College students are from Hamilton County and approximately 85% are from the State of Ohio, it is clear that the College will suffer enrollment declines unless significant changes occur.

The first step is to establish reasonable enrollment goals. A number of factors must be considered. Enrollment possibilities must be assessed in terms of current staffing levels in the College, current and anticipated facilities, and acceptable class sizes. Future availability of financial aid, decisions by the Admissions Office, and the perspective and needs of the Provost's Office, will also determine resources to be directed toward achieving enrollment targets. Obviously the goals of the faculty and administration and their will to achieve those goals are also important.

Table 8

Projected Population, Hamilton County, Ohio

Age Cohorts	1985	1990	1995	2000	2005	2010
15-19	66,855	56,732	53,731	55,898	54,830	51,235
20-24	83,230	68,364	58,658	53,495	58,372	57,424

Source: Department of Development, State of Ohio
Based on U.S. Bureau of the Consensus Data

There are several obvious steps that can be taken to maintain or increase enrollments. A focused and intensive marketing effort would undoubtedly produce positive results. Several informal surveys taken by the staff of the College clearly indicate that current students have come to the institution either through referral from the baccalaureate units on campus or because of word-of-mouth information from friends and relatives. However, the existence of the University College is not widely known in the Greater Cincinnati community, and those few who are aware of its existence are not generally familiar with its programs. Although there have been advertisements in the local newspapers and T.V. Guide and occasional announcements on local radio stations, only the T.V. Guide advertisements have produced measurable results. These are expensive, and the most the College has ever been able to afford is two in an academic year. The marketing plans being developed by the national firm of Barton and Gillette are eagerly awaited. The impact of this effort on the University College will be of vital importance to its future enrollment patterns.

It is clear that the College administration and faculty will have to continue and perhaps intensify already existing efforts at reaching area high school students. The College has a Speaker's Bureau, and many individual program coordinators and faculty have been invited to speak to high school classes about the opportunities available through the University College.

A second obvious way to stablize or increase enrollment is to improve the retention rate. Fewer than 500 students receive associate degrees from the University College each year. In a two-year college with an enrollment in excess of 2,700, this appears to be low. Of course, it does not take into account many students who transfer to baccalaureate colleges before obtaining their degrees. Exact data on these numbers is unknown. The College has conducted exit interviews with students who have taken the time to notify us of their departures from the College. Well over 90% of these interviews indicate that students leave for personal and financial reasons. There is only limited opportunity to prevent withdrawal of students for these reasons. The new Faculty Resource Advising Center and computerized degree advising program should result in increased retention rates.

Another obvious way of addressing the enrollment problem is to increase the number of part-time and non-traditional students in the college. As Table 3 illustrates, there are very few people from this segment of the population in the University College. It is significant that this population commonly comprises the majority of students in community

colleges across the United States. If the College is to attract students in this category, substantial institutional change must occur. The policies and practices involving admissions and registrations of students at the University of Cincinnati are designed almost exclusively with traditional students in mind.

One example to illustrate the point is the priority registration system. It works well for the student in a degree program attending in sequencial quarters and able to identify and pay for required courses five to eight weeks in advance. Frequently, part-time students work and have fluctuating job schedules which prevent them from selecting courses before a term begins. This is too late for priority registration, and it is not uncommon for them to be closed out of courses that they need. Also they are often unable to pay for their courses weeks in advance.

Another policy that makes it difficult for the non-traditional student is that which requires reapplication for admission every time a student drops out for a quarter. Many non-traditional students do not follow the traditional three-quarter sequence during the academic year. If they fail to attend for one quarter, they must complete new applications before the deadline in order to return. The policy acts as a significant deterrent because many of them are not aware of this requirement and those who are find it burdensome.

If the College is to increase part-time and older student enrollments, it must be more accessible and enrollment policies must change. Bureaucratic obstacles are discouraging and drive students away from the University College toward competitors like Cincinnati Technical College and private institutions like Southern Ohio College and Ohio College. In effect, the University College must develop mechanisms like those currently available through the Division of Continuing Education.

The College is already finding increasing numbers of students, frequently part-timers, who spend one and two years registering for classes in the University College through the Division of Continuing Education. They fully intend to acquire degrees in the College and usually become known close to graduation when they discover, much to their horror, that they cannot complete the residency requirement by enrolling through the Division of Continuing Education. At this point, they realize that they must bear heavy penalties because they avoided the overly complex University Admissions procedures. These penalties should not exist. An open admissions college must be, in fact as well as name, open and accessible to those who need it.

The University College and the Division of Continuing Education should explore possible areas of collaboration. The new Faculty Resource Advising Center and Continuing Education's increased emphasis on advising have similar aims and purposes. The desire is to provide a better system for course and career advising and to improve retention. Increased cooperation here might be both effective and mutually beneficial. Perhaps the entrance placement tests given to new University College students might be made available to those who enter the University through Continuing Education.

An obvious way to increase part-time and non-traditional enrollments in the University College would be to offer courses and programs in the evening. Relatively few non-traditional students are available during the day. Since no University College course can be offered after 6:00 p.m., current institutional policy eliminates this avenue for growth. Changing this policy would have implications for the Evening College. It would also demand complicated scheduling and staffing decisions by the College.

Nevertheless, the compelling issue is that several University College programs would attract students in the evening. The Legal Assisting, Occupational Safety and Health, and Energy Management/Auditing programs are excellent examples. Requests for evening courses in these programs are commonplace. It is also possible that developmental courses offered in the evening might attract new students. Certainly the burden for the students who now attend during the day for a quarter or two, then go to work and ask for evening courses would be substantially eased. As it now stands, if they wish to take courses in the evening, they must enroll in an entirely different college and upon return to day classes with the University College, must complete the admissions process all over again. This procedure makes little sense and deprives the College and the University of important constituencies.

Another opportunity for increasing enrollment is to develop articulated transfer programs with baccalaureate programs at other local universities such as Xavier, Northern Kentucky and Miami.

IX. Conclusion

After twenty-five years, the University College has fulfilled more than its original promise. It has given thousands of students a second chance at education and thus a better opportunity in life. It has added a new dimension and new meaning to the educational mission of the University of Cincinnati. The tasks it has accomplished have not always

been easy and the future it faces is not without difficulty, but the College has demonstrated its ability to face challenges and to overcome them. At twenty-five, it has the experience and courage to meet the demands of the next quarter century.

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